



**REPORT ON THE PREPARATORY VISIT TO THE
BENDIGO SENIOR SECONDARY COLLEGE
AUSTRALIA**

Visit Dates: 11th October to 15th October 2009

**Visitors on behalf of
The Council of International Schools**

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This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports which will arise from the future Self-Study Process and the full Team Visit.

The overall aim of the present report is to support and guide the school during the early stages of the accreditation process.

INTRODUCTORY INFORMATION

School Name:	Bendigo Senior Secondary College (BSSC)
School Foundation Date:	1907
School's Official Status:	The college is the only State provider of Year 11 & 12 Secondary education in Bendigo. It is the largest provider of the Victorian Certificate of Education (VCE), and also provides Vocational Education and Training Programs (VET) and Victorian Certificate of Applied Learning (VCAL).
Facts on School Governance and Management:	The Principal operates as the Chief Executive of the College and is appointed by the Department of Education and Early Childhood Development, (DEECD) for a period of five years in line with applicable Departmental procedures. The Principal has the responsibility for all staffing decisions. A formal College Council is in place, and this body consists of 6 elected parent members, 4 elected staff members, 4 community members appointed by the Council including 2 students and the Principal who functions as the Executive Officer. The role and function of the College in relation to policy formulation is clearly documented by DEECD.
Students: number of nationalities; statistically most important nationalities:	At the time of submitting the Preparatory Visitors' Report there were 1686 students enrolled at the college. The enrolment consisted of 951 girls and 735 boys. This enrolment also included 32 full fee paying international students and a number of Karen refugees. Whilst this enrolment represents 15 nationalities, the predominant nationality represented at the college is Australian.
Range of Grades or Year-Groups:	Years 11 and 12 (age 16-19 years)
Academic Staff: numbers; nationalities; statistically most important nationalities:	BSSC employs 136 teaching staff which equates to a full time equivalency of 115.29. Whilst Australians are the predominant nationality at the college and constitute 96% of the demographic, there are six nationalities represented on the faculty with the other nationalities being British, Chinese, German, and American.
Support Staff: numbers; nationalities; statistically most important nationalities:	BSSC employs: 31 Academic Support Staff 14 Administrative Office Staff 6 General Support Staff
Summary of Academic Programmes:	<p>The college provides a range of senior programs across Years 11 and 12. These included the Victorian Certificate of Education (VCE), Vocational Education and Training Certificates (VET) and Victorian Certificates of Applied Learning. (VCAL)</p> <p>The college also supports its international students with an on-site English Language Centre and its Koori (indigenous) students are supported through individual tutors and an after-school homework facility.</p> <p>A Disability and Impairment Program is part of the Foundation VCAL catering for intellectually challenged students.</p> <p>The college operates an on-line, off-campus NETSchool.</p>

Location and Buildings:

BSSC is located in the centre of Bendigo, a city of approximately 100,000 inhabitants in the State of Victoria, Australia. The college buildings are situated between the former Bendigo Gaol and Rosalind Park.

The college is a mixture of old and new buildings, some dating back to the start of the 20th century, with the latest addition being the Technology Wing completed in 1993. Some of the classrooms are housed in portables. The college campus is bordered by Rosalind Park which provides a pleasant aspect. The capacity for students is approximately 1900.

All areas of the College have been upgraded in a building program that commenced with Stage 1 in 1991. The E Block for Science/Technology Studies/The Arts came into use in January 1993. A gymnasium and Canteen were also included. This was followed by Stage 2, the upgrade of all existing buildings, which commenced in 1995. The Multimedia Centre and Staff Centre became operational in 1996. A Master Plan has been developed to construct additional facilities.

Accreditation History of the School:

In 2002, the College was awarded CIS Accreditation for Years 11 and 12.

It is seeking re-accreditation for Years 11 and 12 and a Preparatory Visit (subject of this report) was held from 11th to 15th October 2009.

Other Relevant Information:

There are a number of abbreviations used by the college in order to explain its programs.

For the purpose of clarity the full wording of the most important abbreviations used in this report is listed below:

- DEECD - Department of Education and Early Childhood Development.
- MIPs - Managed Individual Pathways
- VCCA - Victorian Curriculum and Assessment Authority
- VCAL - Victorian Certificate of Applied Learning
- VCE - Victorian Certificate of Education
- VET - Victorian Vocational Education and Training
- PoLT - Principles of Learning and Teaching
- NETSchool – Program for students at risk

PART ONE

VISITORS' OBSERVATIONS AND RECOMMENDATIONS WITH RESPECT TO THE ACCREDITATION STANDARDS AND INDICATORS (Version 7.02)

In this part of the report, the Preparatory Visitors address those Accreditation Standards which they consider are most relevant to the school's current situation and on which they feel they have sufficient information to express an opinion.

Some Standards do not carry Visitors' observations or recommendations in this report. However, all Standards (and their Indicators) must be fully and individually addressed during the future Self-Study and Team Visit.

Although the Preparatory Visitors have written one overall Section B curriculum report, the school will be required to create *multiple* curriculum reports (horizontal and vertical) during self-study. For further instructions, please see the first page of Section B in the "Guide to School Evaluation and Accreditation" version 7.02 as well as the Section B appendix in that document.

>> SECTION A: PHILOSOPHY AND OBJECTIVES <<

Indicator A1a	The Philosophy and Objectives Statement defines the core values and mission of the school.
Indicator A1b	The Philosophy and Objectives Statement addresses the needs of students, and provides some indication of the ways in which the school intends to meet them.
Indicator A1c	The Philosophy and Objectives Statement establishes expectations for high quality education.
Indicator A1d	The school's admissions policies and procedures require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is a reasonable match between a student's needs and the programme offered.
Indicator A1e	On-going assessment procedures monitor the extent to which any given student is benefiting from school programmes. If a student is not benefiting from the programme, clear and effective procedures assist such an individual to find a more appropriate education.

STANDARD A1	The school shall have a clear and effective written statement of its philosophy and objectives, appropriate for the students it serves.
Visitor Observations	<p>Bendigo Senior Secondary College's statement of philosophy and objectives takes the form of a succinct Purpose Statement '<i>Our role is to empower learners for individual, community and global leadership</i>', which is supported by the four Values of '<i>Respect, Optimism, Learning and Environment</i>'. (ROLE) Each of the Values is articulated by three or four personal objectives.</p> <p>The Purpose and Values establishes expectations of high quality education as they provide the inspiration for the three components of the development goals: Learning and Teaching, Student Engagement and Wellbeing, and Pathways and Transitions.</p> <p>As the sole provider of Year 11 and 12 education in Bendigo, the college accepts all students who wish to enrol. As part of the '<i>Transitions</i>' component of its development goals, the college takes great care in obtaining as much prior</p>

	<p>information on prospective students as possible through strong links with feeder schools, interviews with parents and students and where necessary reports from external agencies. The programs offered by the college provide a wide educational perspective and, in conjunction with additional individual support programs, are able to meet the individual needs of students.</p> <p>The college has an English Language Centre that provides support for international fee paying students and a number of Karen Refugees. A Koori (indigenous) homework centre and tutoring program provide support for indigenous students.</p> <p>Students with significant learning difficulties are provided with specialist support to enable them to access the VCAL program.</p> <p>The college also operates an annexed program, NETSchool which provides for students who are at risk of not completing their secondary education through disengagement or significant health issues.</p> <p>All students have an Individual Education Plan identifying strengths and areas for improvement which are centred on the components of learning, student engagement and wellbeing, and pathways and transitions. To assist student in meeting their goals a series of workshops are offered.</p> <p>The Visitors wish to commend the college for implementing a range of strategies to monitor the match between the programs offered and individual student needs and providing support frameworks where this match is not met.</p>
Suggested Action	None at this time.

Indicator A2a	The Philosophy and Objectives Statement was created by a process involving input from the broad school community.
Indicator A2b	The Philosophy and Objectives Statement is widely published in all major school documents, and is appropriately displayed on school premises.
Indicator A2c	Promotional documents and activities project a realistic picture of the school.
Indicator A2d	Promotional documents and activities provide parents with an adequate basis for appraising the suitability of the school for their children.
Indicator A2e	There are periodic reviews of the Philosophy and Objectives which involve the broad school community.
STANDARD A2	The school's philosophy and objectives shall be generally known, understood and accepted by the governing body, school management, staff, parents, and students.
Visitor Observations	The formulation of the college's Purpose and Values statements occurred in late 2006 and was facilitated by an external consultant who led the college's 'Future Search' initiative as part of the four-year Strategic Plan. A two-day 'Future Search' conference/workshop took place and was attended by all academic, administrative and support staff as well as representatives from the student body, parent body, DEECD and community stakeholders. The resulting Purpose and Values Statements were formally adopted by the College Council and became effective from January 2007. The College has plans to review the statements in 2010.

	<p>The Visitors commend the college on the extensive consultation process through which the Purpose and Values statements were formulated.</p> <p>The Purpose and Values statements are printed in a number of college publications and are displayed in various parts of the college as A3 size framed posters.</p> <p>Promotional materials present a realistic picture of the college, and the published program information enables parents to make an informed choice when selecting the college for their child.</p>
Suggested Action	The Visitors suggest that the BSSC investigate displaying the Purpose and Values statements in a more prominent manner throughout the college.

Indicator A3a	Appropriate action planning procedures are in use to translate the Philosophy and Objectives into practice.
Indicator A3b	Appropriate procedures are used to monitor the effectiveness of the Philosophy and Objectives in the life of the school.
Indicator A3c	Appropriate reference is made to the Philosophy and Objectives in decision-making processes.
Indicator A3d	Effective procedures are used to collect and analyse hard data and opinions to determine the school's degree of success in achieving the aspirations expressed in its Philosophy and Objectives.
Indicator A3e	Effective procedures are used to enable the school to react positively if evidence shows that the aspirations expressed in the Philosophy and Objectives are not being achieved.

STANDARD A3	There shall be procedures which enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.
Visitor Observations	<p>It was evident to the Visitors that the college's Purpose and Values lay at the heart of decision making and act as the understood philosophy of BSSC. They are the drivers of the four-year strategic plan. A number of methods are utilised to identify various forms of student achievement, to identify the extent to which teachers are effectively promoting the college ideals, to determine the effectiveness of the college's programs and to identify the effectiveness in translating the Purpose and Values into practice.</p> <p>College strategies include:</p> <ul style="list-style-type: none"> • The Annual Implementation Plan which is utilised to articulate the long term goals contained within the Strategic Plan. • Staff Individual Development Plans that are used to assist in maintaining focus on the core Values, • Personal Leadership Plans for those in leadership positions maintain focus on core values and associated activities. • PoLT through which students provide feedback on teacher effectiveness. • Analysis of VCE, VCAL and VET completion rates and results and the utilisation of ACER's independent GAT analysis of VCE performance. • Regular staff, student and parent opinion surveys.
Suggested Action	Consider developing further measurable objectives by which the effectiveness of putting the Purpose and Values into practice can be assessed.

Indicator A4a	The Philosophy and Objectives Statement is consistent with the spirit of the United Nations Universal Declaration of Human Rights.
Indicator A4b	In practice, the school operates within the spirit of the United Nations Universal Declaration of Human Rights.
STANDARD A4	The school's Philosophy and Objectives shall lead the school to act within the spirit of the United Nations Universal Declaration of Human Rights.
Visitor Observations	The college's Purpose and Values Statements do not make direct reference to the United Nations Universal Declaration of Human Rights. However, the spirit of the declaration is embodied within the college's philosophy and objectives. The college conforms to the Victorian Charter of Human Rights which binds all Victorian Government organisations to taking human rights issues such as freedom, respect, equality and dignity into account when making decisions. All staff will have completed training on this issue by the end of 2009.
Suggested Action	None at this time.

Indicator A5a	The Philosophy and Objectives Statement clearly states the school's commitment to promoting international and intercultural experiences for its students.
Indicator A5	In practice, all students at all levels are receiving experiences in internationalism and interculturalism through the formal curriculum and/or activities programme offered at the school.
STANDARD A5	The Philosophy and Objectives shall commit the school to promoting international and inter-cultural experiences for its students.
Visitor Observations	<p>The college's Purpose and Values statements make direct reference to empowering students to become global leaders and by inference this involves promoting international and intercultural experiences. Whilst the college has students from a variety of cultural backgrounds the vast majority of students are from an Anglo-Celtic background.</p> <p>Students with whom the Visitors spoke were complimentary about the variety and quality of opportunities that are afforded them to participate in inter-cultural activities and to gain international understanding.</p> <p>The Visitors commend the college for developing initiatives to promote international and intercultural experiences for its students and were particularly interested in the development of a Confucian Classroom. However it was noted that much of the college's program content is examination driven and affords limited opportunities to promote international understanding through the formal curriculum.</p>
Suggested Action	The Visitors urge faculty to identify additional opportunities to promote international understanding and international mindedness through the formal curriculum.

>> SECTION B: CURRICULUM <<

Important note: The Preparatory Visitors have written one overall curriculum report below. However, the school will be required to create *multiple* curriculum reports (horizontal and vertical) during self-study. For instructions, please see the first page of Section B in the “Guide to School Evaluation and Accreditation” version 7.02 as well as the Section B appendix in that document.

Indicator B1a	Curriculum design and delivery are consistent with the school's philosophy, objectives, and policies.
Indicator B1b	The curriculum reflects school policies on: <ul style="list-style-type: none"> i. admissions and placement ii. student assessment iii. student records iv. reports on student achievement
STANDARD B1	The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's philosophy, objectives and policies.
Visitor Observations	<p>The content of the Victorian Certificate of Education is prescribed by the Victorian Curriculum and Assessment Authority and within the college its design and implementation is overseen by a Curriculum and Learning Team.</p> <p>The Vocational and Educational Training courses are based on Training Packages designed by Industry Boards whilst the curriculum provided through the Victorian Certificate of Applied Learning is more flexible and much more suited to individually designed programs linked to student needs. A Disability and Impairment Program is part of the Foundation VCAL catering for intellectually challenged students.</p> <p>The college has a Deaf Facility.</p> <p>In addition to the above, a NETschool program is in place which offers an offsite and online program for students who are unable to continue with mainstream schooling.</p> <p>In meetings with those who constituted the college community, it was evident that the curriculum represented a sincere attempt to embed the ideas outlined in the college Purpose and Values statements. Through its own internal analysis the college had identified the need to further empower learners in the areas of global leadership and community related programs; especially as they relate to the VCE.</p> <p>Whilst it was clear to the Visitors that the VCAL Program reflected the college Purpose and Values, one area that the college may wish to investigate is how it can increase staff understanding of VCAL and further articulate how it fits into the total college program.</p>
Suggested Action	<ol style="list-style-type: none"> 1. The college continue in its efforts to further empower learners in the areas of global leadership and community related programs as an adjunct to its VCE Program. 2. The college investigate how it can increase staff understanding of VCAL and further articulate how it fits into the total college program.

Indicator B2a	Written curriculum materials indicate the scope and sequence for each course/grade.
Indicator B2b	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand and be able to do.
Indicator B2c	Written curriculum materials include references to the methodologies that are used.
Indicator B2d	Written curriculum materials include information about teaching materials and resources.
Indicator B2e	Written curriculum materials indicate assessments to be used to measure student progress.
Indicator B2f	Written curriculum materials include references to links within and across disciplines.

STANDARD B2	The curriculum shall be comprehensively documented.
Visitor Observations	<p>The curriculum is well planned and documented and based upon VCCA study Designs and Assessment Handbooks. Unit outcomes for the VCE provide details related to learning outcomes, assessment and activities.</p> <p>In relation to VET courses, ' Training Packages' are designed by Industry Boards and each training package has rules about compulsory units of competence and the conditions of assessment.</p> <p>VCAL subjects are established by the VCAA, but there is a high degree of teacher flexibility in terms of the type of activity offered thus enhancing the specific pathway.</p>
Suggested Action	The college review the current VCAL activities and document same wherever possible.

Indicator B3a	The curriculum is appropriately balanced.
Indicator B3b	The curriculum ensures that all students can profit from school offerings.
Indicator B3c	All students are challenged by the content of their courses.
Indicator B3d	The professional staff demonstrates a thorough understanding of the patterns of physical, intellectual, social and emotional growth of students.

STANDARD B3	Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.
Visitor Observations	<p>The college offers student pathways which provide a number of options to meet the diverse range of student needs. These options are: the Victorian Certificate of Education, the Victorian Certificate of Applied Learning and the Victorian Vocational Education and Training which provide pathways for students in line with their needs. In addition the college offers a NETschool Program for students at risk and unable to continue with mainstream learning and an on-site English Learning Centre.</p> <p>The Visitors were impressed by the range of programs offered by the college and its commitment to providing learning opportunities of all abilities.</p>
Suggested Action	The college continue in its efforts to prioritize professional development to cater for the entire range of programs and needs.

Indicator B4a	Teachers meet regularly with colleagues in other school divisions to strengthen vertical curriculum articulation.
Indicator B4b	Teachers meet regularly with colleagues in other disciplines to strengthen links across disciplines.
Indicator B4c	The curriculum includes multi-disciplinary experiences and/or activities, where appropriate.
Indicator B4d	There is clear designation of responsibility for over-seeing effective curriculum planning, design and implementation.
STANDARD B4	The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.
Visitor Observations	Within the college, the curriculum is developed sequentially in Years 11 and 12 as per the guidelines of the relevant VCAA documentation. Subject teams further strengthen this process. BSSC has established a network to liaise with local Year 7 to Year 10 colleges in order to ensure continuity of curriculum, and a number of Year 11 courses are already offered at these colleges.
Suggested Action	BSSC continue to develop its network with local Year 7 to 10 colleges.

Indicator B5a	Local cultures are incorporated into the curriculum in appropriate ways.
Indicator B5b	The cultural diversity of the community is used to enrich the curriculum.
STANDARD B5	The curriculum shall utilise the cultural diversity of the host country and the school community to enhance the educational experiences of students.
Visitor Observations	<p>The college is actively engaged in using the diversity of its demographic to enhance the educational experiences of its students. Activities in this area include the celebration of Harmony Day, International Education Week, international dinners to include students and Homestay families, partnerships with schools in China, Indonesia, Germany and France, and through the formal curriculum.</p> <p>Whilst recognising the limited options to promote international mindedness within the prescribed examination syllabuses, the Visitors are of the opinion that the college's programs in this area could be further strengthened.</p>
Suggested Action	The college strengthen its programs to promote international mindedness and review its taught programs with a view towards further embedding international themes into the curriculum.

Indicator B6a	The curriculum emphasises the processes of gathering, organising, presenting and applying ideas and information.
Indicator B6b	The curriculum provides experiences in critical thinking and problem solving skills.
Indicator B6c	The curriculum provides opportunities for students to develop awareness of their own learning styles.
STANDARD B6	The curriculum shall develop those skills and abilities which will prepare students for lifelong learning.
Visitor Observations	The nature of the programs and pathways offered by the college are clear indicators that students are well prepared for lifelong learning irrespective of the program they are involved in.
Suggested Action	None at this time.

Indicator B7a	The school provides relevant professional development to assist teachers in designing and developing curriculum.
Indicator B7b	The school provides professional development in content areas relevant to teachers' assignments.
Indicator B7c	The school provides professional development to assist teachers in improving pedagogy.
STANDARD B7	The school shall provide ongoing professional development to improve implementation of the curriculum.
Visitor Observations	<p>The college has a strong focus on professional development and to using it as a tool to promote continuous improvement. Staff can apply to access external professional development opportunities such as conferences, workshops and information sessions. Professional goals are placed online, thus providing a facility for common themes and needs to be identified.</p> <p>A Team of Learning and Teaching Innovations (TOLATI) work closely with staff to facilitate professional development plans that are linked to pedagogy, the use of ICT, and the wider Principles of Learning and Teaching goals.</p> <p>The college uses time at the end of the school year when Year 11 and 12 students have completed their examinations for specified professional development and a comprehensive three day program at the beginning of the school year. A Collegiate Coaching Model has also been recently introduced.</p>
Suggested Action	The college take time to review the recently introduced Collegiate Coaching Model, and make modifications if and where necessary.

Indicator B8a	Teaching methods vary according to the nature of the subject matter.
Indicator B8b	Teachers create stimulating learning environments to engage students.
Indicator B8c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.
Indicator B8d	Teaching methods provide appropriately for students for whom English is not the first language.
STANDARD B8	The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognise diverse learning styles.
Visitor Observations	<p>The college is committed to further developing staff understanding about learning styles and the need to implement the curriculum through a range of approaches and teaching strategies. This is complicated, somewhat, by the proscriptive nature of the VCE and its content driven format but a number of strategies have been developed to help staff in this regard.</p> <p>Student learning surveys and student perception surveys are used to provide information to staff on how students believe they learn best and, in what way. They also provide a mechanism to measure the extent to which a teacher uses a range of strategies and approaches that recognise diverse learning styles.</p>
Suggested Action	<ol style="list-style-type: none"> 1. The college continue to use student data to help staff determine the extent to which the taught curriculum reflects an understanding of individual learning styles. 2. The college further develop its focus on providing professional development opportunities in the area of differentiated instruction and the concept of, 'Learning How to Learn.'

Indicator B9a	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).
Indicator B9b	Appropriate paraprofessional support is assigned to assist teachers.
Indicator B9c	Class sizes are appropriate to the subject or grade.
Indicator B9d	The school provides appropriate texts and/or other print materials for curriculum implementation.
Indicator B9e	Appropriate technology resources are available to enhance teaching and learning.
Indicator B9f	Appropriate specialized equipment is available to support implementation of the curriculum.
Indicator B9g	Teaching, storage and work spaces are appropriate to the subjects and students taught.

STANDARD B9	The school shall provide appropriate support and resources to implement the curriculum.
Visitor Observations	<p>The college has clear structures in place to allocate staff according to their expertise and qualifications in the applicable subject. Paraprofessional support is available in the practical areas of Science, Technology, VCAL and LOTE whilst some literacy support is provided within classrooms and on a withdrawal basis.</p> <p>Within the VCAL, students with identified needs are supported by integration aid support staff who work closely with the teachers in the classroom. As identified by the college in its Prior Information Report and endorsed by the Visitors, the college should continue to investigate ways in which further paraprofessional support can be provided to support literacy and the Visual and Performing Arts.</p> <p>Maximum class sizes are mandated by Industrial Awards, and every effort is made to ensure that the respective class size policies are not exceeded. It was noted that the class size policy did not make any distinction in the area of LOTE, and this is one area that the college may wish to review in the future.</p> <p>The college is committed to ensuring that technology is integrated across the curriculum and supports student learning, and that its use is specifically tied to teacher appraisal. The IT staff has been recognised for the work in supporting teaching and learning with an excellence award, and the college is generally well resourced.</p>
Suggested Action	<ol style="list-style-type: none"> 1. The college continue to investigate ways in which further paraprofessional support can be provided to support literacy and the Visual and Performing Arts. 2. The college review its current class size policy in the area of LOTE.

Indicator B10a	Expected learner outcomes are shared with parents and students.
Indicator B10b	Grading standards and criteria are clearly stated.
Indicator B10c	Lesson planning reflects clearly defined learner outcomes and previously communicated expectations.

STANDARD B10	Teachers shall establish and communicate clear expectations to students and parents.
Visitor Observations	The college has a range of publications that fully explain learning outcomes as well as grading and assessment criteria. Clear and published expectations related to outcomes, content and assessment are communicated effectively to parents and students.

	It was evident to the Visitors that developing an engaging and stimulating curriculum for all learners and learning styles is at the forefront of curriculum planning at the college, and that more than adequate communication mechanisms are in place to keep parents and students informed across the range of all programs.
Suggested Action	None at this time.

Indicator B11a	Teachers prepare and apply assessment materials which ascertain students' achievement of desired outcomes.
Indicator B11b	Teachers analyse student performance through a variety of assessment models, such as: formal testing, self-assessment, peer review, projects, etc.
Indicator B11c	The school provides sufficient means to secure assessment instruments that compare student achievement with similar students elsewhere.
Indicator B11d	The school regularly monitors the quality of student assessment procedures.

STANDARD B11	The school shall regularly assess the effectiveness of teaching and learning.
Visitor Observations	<p>The college places a significant focus on assessing the effectiveness of teaching and learning, and is committed to ongoing improvement in these areas. Students are regularly surveyed as part of the Principles of Teaching and Learning process, peer reflection is encouraged, a program of 'Learning Walks' has been developed which provides opportunities to visit classrooms and their peers, and collaboration and open communication are key features of the college ethos. At the time of the Preparatory Visit, the college had recently developed and implemented a Collegiate Coaching model to further support teaching and this model had been implemented across all Learning Areas.</p> <p>Assessment tasks are developed by subject teams and a wide range of material is available to students to assist them to prepare for School Assessed Coursework. Information related to assessment rules, the knowledge and skills being assessed, type of task and weighting are also made available to the students. Internal moderation of student work takes place on a regular basis at the college, and assessment tasks can be audited externally by the VCAA.</p> <p>The college Leadership Team also spends time throughout the year discussing VCE results, VET and VCAL competency completion rates, and survey results.</p>
Suggested Action	None at this time.

Indicator B12a	Staff members develop, review and revise the curriculum on a regular basis.
Indicator B12b	The school encourages pilot curriculum innovations, monitored by appropriate assessment techniques.
Indicator B12c	Staff members consider current educational thinking in revising curriculum and instruction.

STANDARD B12	Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.
Visitor Observations	Subject teams review curriculum at the end of the academic year and, where deemed appropriate, new learning activities and assessment tasks are

	<p>developed. In undertaking curriculum reviews a wide range of data is used and curriculum modifications take place with due recognition of student perceptions and learning styles.</p> <p>The college has piloted a number of curriculum innovations including the implementation and use of Moodle as a platform for online learning, its Pathways Program, the use of the Principles of Learning and Teaching. Also, a number of subject disciplines are trialling a self directed model of curriculum delivery. The college has also made a commitment to providing a Virtual Learning program by 2012, and is in the process of developing pilot modules. Its work in developing a NETSchool Program is further evidence of its commitment to providing for all the students it serves.</p>
Suggested Action	The college review the recently developed 'Pathways' Program, and by so doing determine areas that may require modification or further development.

Indicator B13a	Teachers use the results of student assessment to modify teaching and to improve learning.
Indicator B13b	Teachers use the results of student assessment in curriculum planning.

STANDARD B13	Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.
Visitor Observations	<p>The analysis of student assessment results to assist in curriculum review and methodology is embedded at the college.</p> <p>This analysis takes many forms including a thorough overview of VCAA examination marks, analysis of data made available through the VCE Data service, PoLT survey data, moderation and discussion at a team and administrative level.</p>
Suggested Action	The college continue in its efforts to use data to measure the effectiveness of its assessment, curriculum delivery and student learning.

Indicator B14a	The school provides regular information on student achievement to help parents remain advised of their child's progress.
Indicator B14b	The school has a thorough, effective system of reporting on school and student performance.
Indicator B14c	The overall results of any standardised achievement tests are shared with the school community.

STANDARD B14	The school shall record, analyse and report to appropriate members of the school community the results of school and student performance.
Visitor Observations	<p>Progress reports are sent to parents in the sixth week of each term, semester reports at mid-year for all students at the end of the school year for Year 11 students. Formal parent / teacher / student interviews are held in Terms 1 and 3, and an annual report to the school community is published each year. The annual report comments on student performance in each of the programs offered by the college and compares college results in the VCE, VET and VCAL to state wide data. It was noted, however, that the college could review the grading thresholds in its S/N reporting.</p> <p>In addition to the above, the college publishes an online parent newsletter on the first of every month and a weekly newsletter.</p>
Suggested Action	The college review its S/N grading thresholds.

>> SECTION C: GOVERNANCE AND MANAGEMENT <<

Indicator C1a	The governing body restricts its actions to the determination and the funding of policy, and the selection, retention and formal appraisal of the Head of School.
Indicator C1b	The governing body provides appropriate training for its members in the understanding and performance of their duties.
Indicator C1c	The governing body uses a clear evaluation system to regularly and rigorously appraise its own performance against its duties and pre-determined goals.
Indicator C1d	The governing body is so constituted that it can provide continuity for the school in the event of sudden change.
STANDARD C1	The governing body shall be so constituted, with regard to membership and organisation, as to provide the school with sound direction, continuity and effective support.
Visitor Observations	<p>The governance function of BSSC is a shared responsibility between DEECD and the College Council. The College Council is the governing body, established under Section 13 of the Education Act 1958. It is constituted with regard to its membership and organisation in accordance with standing orders provided by DEECD.</p> <p>Currently it has its full capacity of fourteen members, comprising: six elected Parent Representatives; four elected Staff Members; and four Community Representatives, two of whom are students. The College Principal acts as the Executive Officer.</p> <p>Details of election procedures and the roles and responsibilities of the College Council members are laid down by DEECD and are clearly described in various documents available to the public.</p> <p>Council members are elected for a period of two years following which they may stand for re-election. Parent representatives may sit on the Council for as long as they have children registered at the college. The position of Principal as Executive Officer has been a factor in providing stability for the College life and allowed the development of a strong vision and mission. Members are enthusiastic, committed and proud of their achievement in the continued success and planned development of the college.</p> <p>College Councillors are particularly active in the local community and life of the College. They are appropriately involved in the strategic direction and objectives of the College, and review its finances regularly. They take their lead from the Principal on matters relating to budgeting and curriculum.</p> <p>DEECD provides opportunities for the training of college and College Council members. The current President of the BSSC College Council has participated in such training.</p> <p>The College Council has no mechanism for evaluating its own performance.</p>
Suggested Action	The College Council investigate methods by which it might evaluate its own performance.

Indicator C2a	There is a clear understanding by the governing body and the Head of School of their respective functions which are set out in written form.
Indicator C2b	The governing body makes policy decisions only after consideration of the Head of School's recommendations.
Indicator C2c	The governing body has developed a clear, written job description for the head.
Indicator C2d	The governing body and the head of the school enjoy a good working relationship.

STANDARD C2	There shall be a co-operative and effective working relationship between the governing body and the Head of School.
Visitor Observations	<p>There is an excellent working relationship between the Principal, the Council President and all members of the College Council, based on mutual respect, trust and a shared vision for the college.</p> <p>Also in accordance with DEECD guidelines, there is clear delineation of roles between Principal and Council. Bendigo Senior Secondary College appears to have a strong working partnership and has succeeded in achieving a good level of balance and appropriate separation of roles.</p> <p>The Principal's job description is standard for all Principals employed by DEECD and is not in the purview of the School Council.</p>
Suggested Action	None at this time.

Indicator C3a	The Head of School is suitably qualified and experienced in education.
Indicator C3b	The Head of School provides leadership for the total school programme.
Indicator C3c	The governing body utilises a clearly defined appraisal system for the Head of School, conducted with his/her full knowledge. Appraisal outcomes are reported in writing to the head who has the opportunity to discuss and appeal any aspects of the appraisal.
Indicator C3d	The Head of School has direct access to the governing body.
Indicator C3e	The Head of School has total responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the school staff.
Indicator C3f	The Head of School delegates the above functions, where appropriate, to the staff of the school.

STANDARD C3	The Head of School, although accountable to a higher authority, shall be the responsible leader of the school.
Visitor Observations	<p>The Principal was appointed by DEECD. He is suitably experienced and qualified to lead the college. He has been the driving force behind the effective management of the college and has been the instigator of developmental change, the planned redevelopment of the campus and the introduction of additional learning programs and pathways. The Principal commands a great deal of respect from the whole college community, and in conjunction with the strong leadership team has led the community to an understanding of the requirements of CIS Accreditation and its associated benefits. As far as the Visitors were able to determine, all sections of the community endorse the Principal's desire for the college to participate in the re-accreditation process.</p> <p>The Principal is responsible to Council for the implementation of policy and reporting to Council on the daily operations of the college. A strong model of</p>

	<p>shared leadership is in place with clearly delegated lines of responsibility to the College's Leadership Team. Whilst the Leadership team shares much of the day to day management responsibility, the Principal is clearly the responsible leader.</p> <p>The Principal is appointed by DEECD on recommendation from the College Council for a 5-year period in accordance with DEECD procedures. The appointment is confirmed by the Deputy Secretary for the Office of Government School Education. The Principal develops an annual Performance and Development Plan based on the key strategic objectives of the college as defined in the Strategic Plan and Annual Implementation Plan. This plan is developed through consultation with the DEECD's designated officer, the Regional Network Leader, who meets quarterly with the Principal to discuss progress towards achievement of goals, with sign-off occurring once school performance data is released early each year. Performance management of the principal within DEECD, therefore, resides with the Education Department rather than the College Council. At the completion of the Principal's period of contracted employment, and provided that DEECD assessment of his performance is satisfactory and that the Principal wishes to continue in the role, Council is consulted on an extension of tenure. College Council, through its President, is able at any time to raise concerns about performance with DEECD.</p>
Suggested Action	None at this time

Indicator C4a	The school has educational and financial plans for the short, medium and long term.
Indicator C4b	All plans have the financial implications clearly stated.
Indicator C4c	There are procedures to involve the staff in educational and financial planning.
Indicator C4d	Educational and financial plans are made known to the school community.
Indicator C4e	All plans are periodically reviewed and updated.

STANDARD C4	The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school's goals and for assessing the effectiveness of the actions taken.
Visitor Observations	<p>A four-year Strategic Plan and an Annual Implementation Plan are in place as mandated by DEECD. Both are developed in consultation with the College Council.</p> <p>The Council and Principal Team have ensured that appropriate risk management processes are in place, and are providing for the ongoing management of risk. The health and safety of the college community are at the forefront of their consideration.</p>
Suggested Action	None at this time.

Indicator C5a	The governing body and the school management comply with all applicable statutes, government laws and regulations.
Indicator C5b	The governing body ensures that the school respects all local codes, fulfils its contracts, and settles its debts promptly.
Indicator C5c	The governing body avoids conflicts of interest, thereby setting an example for the school community.

Indicator C5d	The governing body provides protection for the school staff from community exploitation and unjust criticism.
Indicator C5e	All statements and representations relating to programmes, services and resources are clear, factually accurate and current.
Indicator C5f	The governing body pursues all relationships with the school or staff members only through the Head of School.

STANDARD C5	The school shall observe legal and ethical principles in all its dealings with the school community.
Visitor Observations	<p>As far as the Visitors were able to discern, the college observes all legal and ethical principles in its dealings with the college community. All operations, legal obligations, structure and governance are monitored by DEECD through a Regional Director appointed by DEECD. The Principal is responsible for ensuring these regulations are followed. The College Council also accepts responsibility for maintaining the good name of the college in the community through meeting its civic and legal responsibilities and representing its interests in public forums and debate, most often through its Executive Officer (the Principal).</p> <p>All statements and promotional materials accurately reflect a true picture of the programs, services and resources of the college.</p> <p>The Governing Council pursues all relationships with staff and college members only through the Principal.</p>
Suggested Action	None at this time

Indicator C6a	The governing body has a comprehensive and up-to-date policy manual.
Indicator C6b	Orientation and training sessions take place so that all members of the governing body understand policies and their implications.
Indicator C6c	The governing body arranges to publicise its decisions and deliberations by, for example, open meetings, newsletters, publication of the Governing Body minutes, etc.

STANDARD C6	The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that these policies are understood by the school community.
Visitor Observations	<p>College policies are developed, implemented and evaluated in a timely and appropriate manner. Council members are fully briefed on policy development. New Council members undergo an induction to their role which is carried out by both the Principal and Council President. DEECD also provides an induction manual which sets out the roles and responsibilities of a councillor. Induction could be improved by incorporating an element on key policies and their implications.</p> <p>The Business Manager is responsible for maintenance of accounts, transactions, recording, monitoring, reports, audit and personnel functions including local payroll.</p>
Suggested Action	The College Council further develop the induction program for new members by incorporating an element on key policies and their implications.

Indicator C7a	After appropriate consultation and debate, the governing body sets fee levels which ensure the ongoing financial stability of the school.
Indicator C7b	The Governing Body establishes the school's annual budget after appropriate consultation with the relevant constituents.
Indicator C7c	Any endowment funds are under the management of qualified financial managers, and the Governing Body supervises the endowment management.
Indicator C7d	The school regularly considers culturally appropriate means of raising additional funds.
Indicator C7e	The Head of School submits to the governing body appropriate reports on financial matters.
Indicator C7f	The school maintains an adequate forecast of monthly cash flow to anticipate and provide for its obligations.
Indicator C7g	An annual external audit is performed by an independent auditing firm.

STANDARD C7	The financial resources of the school shall be capable of sustaining a sound educational programme, consistent with its stated philosophy and objectives, and of providing for long-term stability.
Visitor Observations	<p>The college is funded by DEECD on a formula funding basis related to student enrolment.</p> <p>Detailed financial reports are prepared by the Business Manager and Finance Office staff each month for consideration by the Finance Committee of College Council and presentation to the Council by the Treasurer.</p> <p>There is evidence of good financial management and strong internal control to maintain operational efficiency and ensure adherence to state wide requirements. The last audited report was prepared by Richmond Sinnott & Delahunty and completed in March 2009.</p> <p>Being a government school, BSSC does not charge tuition fees. However under the Education and Training Reform Act 2006, schools are able to charge for goods and services used in the course of instruction, i.e. stationery, text books, extra-curricular programs and activities, and to raise voluntary financial contributions. The college serves a community which is only able to support a relatively low fee structure. In accordance with DEECD policy, student charges relate to the consumption of classroom materials are presented to parents through the Student Booklist. Voluntary fees take the form of a donation to an Australian Government approved Library Trust Fund. A series of endowments are held for annual student awards and the use of these funds is managed by the College Council.</p>
Suggested Action	None at this time

Indicator C8a	The financial affairs of the school are competently managed, and published budgets shall be made available to duly authorized persons.
Indicator C8b	The financial management of the school ensures that sound business and accounting practices are followed on the management and disbursement of funds.
Indicator C8c	School obligations for goods received, services rendered and debts incurred are discharged promptly in accordance with agreements, contracts and/or sound business practice.
Indicator C8d	The school's insurance programme is comprehensive and provides for necessary risk and liability coverage for employees and members of

	the governing body/ownership.
Indicator C8e	Insurance coverage is reviewed periodically with respect to risks, liabilities and obligations.
Indicator C8f	Personnel handling institutional funds are bonded.

STANDARD C8	The management of the school's finances shall be, at all times, in accordance with the standards which operate in the host country and shall be consistent with best practice in international schools.
Visitor Observations	As far as the Visitors are able to discern, Bendigo Senior Secondary College conforms to all financial standards as set by DEECD. DEECD provides all appropriate insurance cover with the exception of employees on local payroll, which the college covers.
Suggested Action	None at this time

Indicator C9a	Normally, changes in fees are communicated to parents early enough to allow parents to make arrangements to change schools if necessary.
Indicator C9b	Total servicing of long-term debt, including both interest and principal payments, is apportioned to both present and future beneficiaries. Parents are informed of the percentage of tuition allocated for debt-service.
Indicator C9c	Billing procedures to parents are orderly, timely, and carried out in accordance with sound business practice.

STANDARD C9	Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.
Visitor Observations	Parents are given adequate notification to pay an agreed student materials fee. The college has a process of billing and issuing reminders to parents which is consistent with DEECD requirements.
Suggested Action	None at this time

>> SECTION D: STAFF <<

Indicator D1a	The teacher-student ratio is adequate to provide meaningful learning experiences.
Indicator D1b	The Head of School assigns professional staff to those areas of teaching, and other work with students, for which they have professional competence.
Indicator D1c	The Head of School assigns reasonable work loads to members of staff.
Indicator D1d	There are procedures for identifying all staffing needs to ensure that the school can carry out its Philosophy and Objectives.
Indicator D1e	The Head of School ensures that all members of staff have adequate supervision.
Indicator D1f	The Head of School recruits and assigns a well-qualified staff.

STANDARD D1	The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school's programmes, services and activities.
Visitor Observations	<p>The Staffing allocation at BSSC conforms to a standard staffing formula determined by DEECD. At the time of the Preparatory Visit the college had a student to staff ratio of 14.6:1. Class sizes were appropriate for the programs offered, although the Visitors had some concerns about the class sizes in LOTE.</p> <p>The School supplements the basic formula funded staffing with additional teaching staff and support staff where possible. Staff had some concerns about teaching workloads although, in a college where staff are so dedicated to doing all they can to assist and support students, it was difficult to distinguish between the institutionally directed workload and the self imposed workload. As far as the Visitors were able to ascertain, the Principal assigns reasonable teaching workloads. The timetable, class sizes and workloads are discussed and agreed upon by the staff representative group AAC (Administrative Advisory Committee).</p> <p>A well-defined line management structure ensures that all teaching staff are adequately supervised.</p> <p>All Teaching Staff must be registered with the Victorian Institute of Teaching (VIT), meeting the requirements for both curriculum and teaching methodology. All Teaching Staff are teaching subjects for which they are suitably qualified. The college is staffed according to the Victorian Agreements for both Teaching Staff and Education Support Staff.</p>
Suggested Action	The college continue to keep staff workloads under review.

Indicator D2a	Staff members work co-operatively to establish and maintain a positive school climate.
Indicator D2b	There are opportunities for the staff to be consulted on professional matters.

STANDARD D2	The Head of School shall ensure that there is a co-operative working relationship with all staff to facilitate proper utilisation of their abilities.
Visitor Observations	There is a cooperative working relationship between staff which creates a very positive school climate. Staff are regularly consulted on a range of issues and

	<p>a formally constituted Administrative Advisory Council (AAC) provides a forum for consultation on:</p> <ul style="list-style-type: none"> • the development of workforce plans, • the planning and organization of the program of instruction in the school, • the organization of work including face to face teaching requirements, • the organization of the work of graduate teachers in their first twelve months of teaching, • the organization of classes including class sizes, • the composition of selection and other panels, • the scheduling of meetings and other duties. <p>Membership of the forum comprises the Principal, two Assistant Principals, two elected representatives from the Education Support Staff, four elected staff representatives and two representatives from the school's Australian Education Union membership. Members of the AAC work in a constructive way to ensure that a harmonious atmosphere exists amongst the college staff.</p>
Suggested Action	The college explore the possibility of making the minutes of AAC meetings more readily available to staff by publishing them on the Sharepoint electronic portal.

Indicator D3a	The staff utilises methods and practices which are consistent with the school's Philosophy and Objectives.
Indicator D3b	Staff members comply with all applicable statutes, government laws and regulations.
Indicator D3c	Members of the staff maintain a high level of preparation in their areas of responsibility.
Indicator D3d	Members of the teaching staff foster teaching-learning situations to meet the needs of the individual students.
Indicator D3e	Teaching staff are involved in the review of teaching and learning.

STANDARD D3	Staff shall act professionally in carrying out all their duties and responsibilities.
Visitor Observations	<p>As far as the Visitors were able to observe, teaching methods in classrooms, workshops, studios and laboratories are consistent with the spirit of the college's Purpose and Vision as they appear in relevant publications.</p> <p>The Visitors observed that during the Preparatory Visit staff acted in a professional manner, and as far as the Visitors were able to discern all staff employed at BSSC comply with all applicable statutes, government laws and regulations.</p> <p>There is evidence of some excellent planning and preparation at both classroom and organisational levels. Teaching staff receive feedback on their pedagogy via PoLT surveys and PoAL surveys.</p> <p>The School provides numerous programs to cater for the individual needs and aspirations of students. Although there is an on-going challenge for teachers to meet the needs of all individual students, the Visitors were impressed by the levels of support provided. Staff working on specialised programs have specific qualifications and skills necessary to run these programs effectively. There is</p>

	evidence to suggest that a number of teachers are experienced in differentiating their teaching to cater for student's individual needs within the various subject disciplines. However this could be applied more consistently across the college.
Suggested Action	The college seek ways to further empower teachers to more appropriately differentiate teaching to match the needs of individual students.

Indicator D4a	School policies include: <ul style="list-style-type: none"> i. a statement on non-discrimination ii. provision for adequate staff development iii. provision for the evaluation and accountability of staff iv. a statement on Governing Body/staff relationship v. procedures on recruitment, appointment, promotion and retirement
Indicator D4b	Written and available personnel policies and practices are in place which provide for: <ul style="list-style-type: none"> i. reasonable workloads ii. acceptable working conditions iii. ethical treatment iv. professional satisfaction v. good general morale among all segments of the staff.

Indicator D4c	An updated staff handbook is available to all.
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STANDARD D4	There shall be written and available personnel policies and practices for all staff.
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Visitor Observations	DEECD mandates a large number of Human Resource policies to which the college conforms. In addition, the college has formulated a number of Human Resource policies appropriate to its own operations and consultation practices. All Human Resource policies are available on the Sharepoint portal and are readily accessible to staff. The college has developed a comprehensive on-line Staff Handbook that also documents a number of policies and operating procedures.
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Suggested Action	None at this time.
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Indicator D5a	The school makes clear the factors which are taken into account in calculating individual staff members' remuneration.
Indicator D5b	Compensation is paid to staff members promptly and in accordance with a pre-determined schedule made known to members in advance of employment.
Indicator D5c	The school provides to each member of staff a written contract or employment agreement in which all the basic controlling factors of salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or abrogation are stated. (Note: if legal requirements or school convenience dictate that not all these items be in the contract, then each individual is furnished with a supporting document which is part of the contract by reference).
Indicator D5d	There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.
Indicator D5e	Ethical practices of employment, including the handling of confidential

	personal information, are observed with respect to both individuals and other employers.
Indicator D5f	Remuneration levels are adequate, enabling the school to recruit and retain appropriate staff.
STANDARD D5	All staff shall be employed under written contracts which state the principal terms of agreement between members of staff and the governing body, and which provide for adequate salaries, and fringe benefits.
Visitor Observations	Each member of the teaching staff and support staff is employed under contracts issued by DEECD determined by the Victorian Government Schools Agreement 2008 for teachers and the Victorian Government Schools – School Services Officers Agreement 2004 for education support staff. All the basic controlling factors of salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or abrogation are stated. Staff turnover is relatively low. Remuneration levels are the prerogative of the State Government.
Suggested Action	None at this time

Indicator D6a	The school utilises an effective performance appraisal system for all staff.
Indicator D6b	The appraisal is conducted with the full knowledge of the staff member and is reported in writing in a document accessible only to defined individuals.
Indicator D6c	Members of the teaching staff assess their own performance on a number of factors including individual student growth and development.
Indicator D6d	The staff member has the opportunity to discuss and appeal against any aspect of the appraisal.
STANDARD D6	There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.
Visitor Observations	It was evident to the Visitors that BSSC is strongly committed to the development and maintenance of a professional practice. The college's Performance and Development Culture is deeply embedded in the life of the school, and various programs of performance review and support for individuals and teams are utilised. These programs include Individual Development Plans, the Collegiate Coaching protocol, and Performance Development and Review. All staff are involved in both self review and team review processes as well as review by student through PoLT. Staff identify goals are recorded centrally via an on-line process. Where appropriate, professional development is provided followed by a feedback on whether goals have been met. In the event of misconduct, incompetence or under performance, procedures determined by DEECD are followed.
Suggested Action	None at this time.

Indicator D7a	The school provides staff development for all employees.
Indicator D7b	Staff members share responsibility with the school's management for the planning of programmes for their professional growth.
Indicator D7c	Members of the academic staff develop and participate in innovative programmes designed to improve teaching and learning.
Indicator D7d	Members of the teaching staff participate in curriculum development,

	the goals for which are identified annually by the school.
Indicator D7e	Prior to the opening day of school, the management provides for the orientation of new staff members to acquaint them with the school's Philosophy and Objectives, its programme and facilities, and the host country.
Indicator D7f	The school provides for induction and mentoring of staff wherever appropriate.
STANDARD D7	The school shall have a programme of professional development for staff related to appraisal procedures and other priorities identified by the school.
Visitor Observations	<p>The college has an adequate professional development budget which provides numerous opportunities for staff to access a wide range of internally and externally provided professional development opportunities. All staff with whom the Visitors met were complimentary about the provision of professional development in the college and agreed that they were provided with a range of opportunities and support to enhance their skills and further their knowledge to promote student learning. The professional development program is very well managed and coordinated.</p> <p>Professional development provides training opportunities for both individual requirements as well as whole college requirements. Individual requirements are recognised through the goals identified in staff Individual Performance and Development Plans. The college is in the process of on-line collection and collation of individual targets in order that common needs can be met with professional development. Professional development designed to meet school-wide needs and program initiatives is identified through the Strategic Plan and the Annual Implementation Plan. All teaching staff must participate in 150 hours of professional development over a 4 year period in order to meet the requirements of the Victorian Institute of Teachers.</p> <p>The college has a well documented Induction Program for new staff. All staff are required to be mentored before gaining full registration by the Victorian Institute of Teaching. Staff may also be mentored either as part of an Aspirant Leadership program or if they are underperforming. New staff are allocated a 'buddy' at the commencement of their employment to provide initial support.</p>
Suggested Action	The college devise a method of collecting and analysing feedback from staff after they have participated in professional development activities so as to build a data bank of effective PD providers.

>> SECTION E: STUDENT SUPPORT SERVICES <<

Indicator E1a	Identification of students who will benefit from support services is accomplished through referral by teachers, counsellors or parents, or by screening programmes within the school.
Indicator E1b	As part of the admissions process, the school secures relevant diagnostic information about individual student's abilities/disabilities and learning styles.
Indicator E1c	The school has a clearly defined referral system through which teachers are able to refer students experiencing academic difficulties.

STANDARD E1	There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.
Visitor Observations	<p>Bendigo Senior Secondary College offers a range of programs and pathways for its Year 11 and Year 12 students. The college has an open admissions policy and has a number of structures and support mechanisms in place to enable it to match student needs and / or abilities to a relevant educational program.</p> <p>Specific learning needs are identified at the time of application and also as part of the transition program that has been developed in conjunction with the four feeder colleges. Course and program decisions are made on the basis of this information and, where necessary, the provision of support services is arranged.</p> <p>All students at the college have an Individual Education Plan which is developed at the beginning of the year and reviewed. On-going support to students is provided in a number of ways – through the Managed Individual Pathways Program (MIPS), a Tutor Pathways Programs and through the Pathway Advisor Network.</p> <p>The Visitors were impressed at the extraordinary efforts made by the leadership teams and staff to provide suitable programs to the students and to the college's overall commitment to student welfare. Of particular note here is the emphasis the college places on its international students and its focus on facilitating their entry into and progress through the college.</p> <p>The college is currently reviewing its admissions procedures with a view towards a more effective distribution of date from the feeder colleges which specifically relates to students with specific diagnosed learning disabilities.</p>
Suggested Action	<ol style="list-style-type: none"> 1. The college continue its efforts at a Regional Level to further refine the 'Student Mapping Tool,' to provide information on at risk students. 2. The college, through ongoing collaboration with feeder colleges, review and refine current practice related to the collection of relevant diagnostic data on students who have specifically diagnosed learning difficulties. 3. The college ensure that all Individual Education Plans are reviewed on a regular basis.

Indicator E2a	The roles of management, teachers, and other personnel providing services to special needs students are defined and understood by the professional staff.
Indicator E2b	The special needs programme ensures that all relevant professional

	staff, parents, and where appropriate, the student, are involved in the collaborative development of an Individualised Education Plan (IEP) or equivalent.
STANDARD E2	If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programmes to meet those needs.
Visitor Observations	<p>The college provides a number of options to meet the needs of students and staff with learning or other disabilities. Individual needs are accommodated through enrolment in the VCAL Program where students can take certificates at the Foundation, Intermediate or Certificate level or through enrolment in NETschool which offers online and taught programs to students who are, for whatever reason, unable to participate in mainstream schooling.</p> <p>The college also supports students with specific disabilities through the provision of trained support staff, and individual student programs are designed in consultation with parents, a teacher advisor from the feeder college and the Student Support Program Leader at the college.</p> <p>A strong relationship exists between the college and the Bendigo Koori community, and the college supports Koori students by providing individual tutors during private study sessions and by offering an after school homework facility.</p> <p>The college provides support for students to help them access formally recognised Special Provision arrangements, and also assists students making applications for Special Examination Provisions.</p> <p>The Visitors commend the college on its recognition and support of students with learning needs and disabilities.</p>
Suggested Action	None at this stage.

Indicator E3a	The number of special needs personnel is appropriate to the number of identified special needs students.
STANDARD E3	The school shall have the trained special needs personnel needed to serve students with identified learning disabilities.
Visitor Observations	<p>The college employs 6.5 full time equivalent education support staff in its Disability and Impairment Program. Funded through DEECD, these staff members support students with identified learning difficulties.</p> <p>Additional support is also provided from the Health Promotions Officer and a designated MIPS officer.</p>
Suggested Action	The college continue to review its staffing provisions in the area of special needs, especially in cases where demand for such services may grow.

Indicator E4a	The school solicits information about unique talents and achievements of new students.
Indicator E4b	The curriculum and teaching practices include opportunities for high ability students to extend and enrich their learning.
Indicator E4c	The school offers specialized programmes, or provides referral information about local community resources and programmes, that accommodate exceptional talents and interests.
STANDARD E4	There shall be effective practices to address the needs of students of

	exceptionally high ability, achievement, and/or talent.
Visitor Observations	<p>In 2009 the college introduced the A++ Program which aims to cater for students of exceptionally high ability. An integral part of this program is active collaboration with the four feeder colleges to identify the top twenty academic achievers in each college. These recommendations are then followed up by BSSC.</p> <p>Plans are also in place to expand the opportunities available to high ability students through a partnership with Latrobe University Bendigo that will allow college students to take a first year subject in the Health Faculty and to introduce a self directed learning option.</p> <p>The college also provides students with accelerated learning opportunities by allowing them to complete Year 12 subjects in Year 11.</p>
Suggested Action	The college develop a review format to assess the effectiveness of its A++ Program, and implement any modifications that are deemed necessary.

Indicator E5a	ELS staff has specific preparation in the teaching of English as a Second (or Other) Language.
Indicator E5b	All staff members are assisted with strategies to accommodate students who need English language support.
Indicator E5c	The programme of studies in ELS is so designed that students learn the skills necessary to participate fully in mainstream classes.
Indicator E5d	There is a programme of assessment of student development and accomplishment in the English language, the results of which are used for placement and exit decisions as well as for analysing and strengthening the ELS curriculum.
Indicator E5e	Emphasis is placed on the use of the English language as the means by which other subjects may be learned, while encouraging students to maintain skills in their native language whenever possible.

STANDARD E5	If students whose native or first language is not English (and whose English is not sufficiently developed to follow the full school curriculum) are admitted, the school shall provide English Language Support ELS.
Visitor Observations	<p>The college currently enrolls approximately 32 international full fee paying students who are in need of intensive language support. This support is provided through the English Language Centre which is located on the college campus. Students in this program are assessed using IELTS, and on reaching a satisfactory level of English competency are enrolled in mainstream VCE Classes.</p> <p>The college provides its international cohort the opportunity to study VCE English as a Second Language courses which are taught by an ESL specialist.</p> <p>In 2008 the college enrolled a number of Karen refugee students, the majority of whom have had limited schooling. The majority of these students have been enrolled in Foundation VCAL, and a specialist ESL teacher has been employed to cater specifically for the needs of these students.</p>
Suggested Action	The college consider providing staff with professional development in the area of supporting ESL students in mainstream classes.

Indicator E6a	The school has an appropriate number of qualified and/or experienced guidance personnel.
Indicator E6b	Counselling and help are available to students with academic problems.
Indicator E6c	Counselling and help are available to students with personal problems and emotional needs.
Indicator E6d	Career and college counselling and assistance with application procedures are available to secondary students.
Indicator E6e	Guidance records are adequate, accurate, up-to-date, and limited to items that are important to the guidance function.
Indicator E6f	School records are stored in a secure manner.
Indicator E6g	Student records, under proper safeguards, are available to the students, teachers and other staff members who need to use them.
STANDARD E6	The school shall provide appropriate guidance services, including academic and personal counselling as well as career/tertiary education advice for secondary students.
Visitor Observations	A comprehensive network of counselling support in the areas of academic guidance, careers and social/emotional is provided by the college. These services are coordinated by the Student Manager who is also an Assistant Principal. Where necessary further referrals can be made to relevant external agencies, and the college has a comprehensive network of providers of these services.
Suggested Action	None at this time.

Indicator E7a	The school has a schedule of regular reporting of student progress to parents.
Indicator E7b	The school includes parents, and students as appropriate, in decisions about student placement, progress, and post-secondary planning.
Indicator E7c	The atmosphere in the school encourages parental and student participation in the all-round educational process.
STANDARD E7	The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.
Visitor Observations	<p>Progress reports are sent to parents in the sixth week of each term, semester reports at mid-year for all students at the end of the school year for Year 11 students. Formal parent / teacher / student interviews are held in Terms 1 and 3 and an annual report to the school community is published each year. The annual report comments on student performance in each of the programs offered by the college and compares college results in the VCE, VET and VCAL to state wide data.</p> <p>The Visitors were impressed with the strong sense of community at the college and its significant efforts to inform parents about the academic and social progress of their child/ren.</p>
Suggested Action	None at this stage.

Indicator E8a	The school administers appropriate assessments upon admission to assist in the proper placement of a student.
Indicator E8b	The school facilitates access to the testing required for post-secondary planning and applications.
STANDARD E8	The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.
Visitor Observations	<p>Well developed procedures for students entering and exiting from the college are in place. The college, through its Transition Program, is actively involved in working with its feeder colleges and schools to obtain accurate information on students' abilities, skills and needs prior to admission. In addition the college also conducts a Blast Off Week prior to the commencement of classes, at which time further information is obtained.</p> <p>The Visitors noted that obtaining all necessary data from the feeder colleges and schools was difficult, and they were of the opinion that a more systematic set of procedures should be devised at a regional level.</p> <p>There are effective procedures in place for ensuring that appropriate data is obtained and made available to staff to assist with decisions relating to post-secondary education options. The Visitors regarded this as one of the strengths of the college.</p>
Suggested Action	The college work with feeder schools and colleges as well as the Regional Office to establish a more systematic set of procedures to obtain <u>all</u> necessary information on students prior to enrolment.

Indicator E9a	Governing Body policies and school practices demonstrate a concern for the health of building occupants.
Indicator E9b	The school has procedures for providing first aid in case of accident or illness on school premises or during school functions away from the school.
Indicator E9c	First aid supplies are readily available and easily accessible.
Indicator E9d	The school has effective protocols for securing assistance in more serious cases, including emergencies, and these are clearly communicated to students, parents, and all staff.
STANDARD E9	The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions which take place away from the school premises.
Visitor Observations	The college has the services of a part-time nurse, employed directly by DEECD, who works for two and a half days per week. Her role is to promote health related education within the college and not to be involved in first response health and medical needs. The college has a designated First Aid Coordinator who manages the provision of assistance to students who report sick or are in need of first aid. A roster has been developed which ensures that a qualified staff member is always available during college hours. The rostered staff member is responsible for making decisions about the best course of action for a student in line with the college's First Aid Policy.

	The Visitors were of the opinion that the current arrangements should be reviewed in order to determine their overall level of effectiveness in meeting health needs within the college.
Suggested Action	The college review current arrangements in order to determine their overall level of effectiveness in meeting health needs within the college.

Indicator E10a	The school requires medical information for all students and staff members on entering the school, with regular updating thereafter.
Indicator E10b	Health information is shared on a "need to know" basis while respecting mandated confidentiality.
Indicator E10c	The school meets all local authority health requirements.

STANDARD E10	The school shall have health policies which include collection of medical information for all staff and students, immunisation against common diseases and the maintenance of comprehensive records.
Visitor Observations	All relevant student medical information is collected as part of the enrolment / application process. This includes details of immunizations and details of medical conditions. Staff are advised of student medical conditions, and prior to commencing employment at the college are required to complete a Pre Employment Health Declaration and undergo a Pre-employment medical Assessment.
Suggested Action	None at this stage.

>> SECTION F: RESOURCES <<

Indicator F1a	The dining room is large, clean and bright enough to provide a comfortable, attractive setting.
Indicator F1b	The kitchen is well designed and equipped; it is clean, bright and safe.
Indicator F1c	Food served at the school is nutritious, safe and appetising.
Indicator F1d	Menus for school meals are well planned in accordance with sound dietary standards, and menus are readily available for inspection.
Indicator F1e	Adequate toilet and washing facilities are provided for food service personnel.
Indicator F1f	Adequate supervision is provided for dining facilities.
Indicator F1g	Suitable arrangements are made to cover threats to security.
Indicator F1h	Vehicles used in student transportation are modern, clean, well-maintained, properly licensed and insured.
Indicator F1i	Adequate supervision is provided on all school trips, including daily trips to and from school.
Indicator F1j	School trips are planned with due consideration for student comfort, welfare and safety.
Indicator F1k	There are carefully developed procedures and effective supervision of pupils in bus-loading areas and of all other students in transit.
Indicator F1l	School premises are kept in an acceptably clean state at all times of the school day.

STANDARD F1	The school shall provide or arrange for such services as are required in support of its programme offerings, and shall ensure that food, security, transportation, cleaning, and other services meet acceptable standards of safety and comfort.
Visitor Observations	<p>The college outsources its canteen and cleaning services, and the quality of both is monitored and reviewed on a regular basis. The college has three vehicles which are well maintained, and all other transportation services are provided by a local company. All of the above services comply with the applicable standards, and all school trips are adequately supervised on the basis of one staff member to every 8 to 10 students.</p> <p>The college has a comprehensive emergency manual which outlines procedures and responsibilities in case of emergencies. Lockdown procedures have been recently developed but at the time of the visit, had not been fully rehearsed.</p>
Suggested Action	The college rehearse its newly developed lockdown procedures and assess the effectiveness and understanding of same.

Indicator F2a	Staff function effectively in accordance with their assigned duties and job descriptions.
Indicator F2b	Staff are suitably qualified and experienced to carry out their duties.
Indicator F2c	Staff are appropriately attired, courteous and well trained.
Indicator F2d	Staff are well supervised.
Indicator F2e	The functions of all staff are carried out with a minimum of disruption to the school as a whole.
Indicator F2f	Staff who prepare and serve meals undergo regular medical examinations to ensure that they are free from communicable diseases.

STANDARD F2	Personnel employed to provide student services shall be adequate in number, have appropriate qualifications, and receive sufficient training to perform their functions effectively.
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Visitor Observations	All staff at the college are suitably qualified and operate on the basis of clear job descriptions. The Visitors noted that the student service staff were dedicated to the college and its mission and were highly competent in their respective fields. In relation to Indicator F2f, it was felt that whilst canteen services were outsourced, the college may wish to discuss what health checks of staff are undertaken by the contractor.
Suggested Action	The college consider investigating the type of health checks required of the canteen staff by the contracted company.

Indicator F3a	The school shall have satisfactory procedures for evacuating the school buildings and for summoning assistance in case of fire or other emergencies.
Indicator F3b	Parents and teachers understand the procedures for emergency evacuations.
Indicator F3c	The school premises shall be maintained in a safe and healthy condition. An adequate number of fire extinguishers and other safety devices shall be available, including a satisfactory fire alarm system.
Indicator F3d	Buildings and facilities used to provide instruction and services meet the health and safety codes of local government authorities and the accrediting association(s).
Indicator F3e	The school meets all safety requirements of the local government authority responsible for health and safety in schools.
Indicator F3f	Facilities for preparing and serving meals meet appropriate standards of safety and cleanliness.
Indicator F3g	Certificates of inspection and regulations required by law are posted in prominent places as appropriate.

STANDARD F3	The school shall meet safety requirements of the local authorities and of the accrediting association(s).
Visitor Observations	The college meets all safety requirements of the local government authority responsible for health and safety. The college is well maintained, and has an adequate number of fire extinguishers and a satisfactory fire alarm system. A detailed emergency handbook is in place which covers a range of contingencies, and the college has been audited by WorkSafe twice in the past two years in relation to Occupational Health and Safety compliance. In addition to the above, the college leadership team regularly updates the Department on OH and S compliance.
Suggested Action	Refer to Suggested Action Standard F1

Indicator F4a	The Governing Body has established rules and policies governing access to and use of school resources.
Indicator F4b	The above mentioned policies are in written form and available to students, parents, and student services personnel.

STANDARD F4	Written rules and policies governing access to and use of school resources shall be available to the school community.
Visitor Observations	The college is an open campus, and use of the facilities is centralized through an online booking facility on the college website. Attached to the booking sheet are policies and procedures related to the use of facilities and resources, and these explanations also include mention of insurance requirements that indemnify the college for out of college usage.
Suggested Action	None at this time.

Indicator F5a	Governing Body policies contain references to the adequacy, maintenance and improvement of school facilities.
Indicator F5b	There are sufficient and appropriate instructional spaces to support properly the instructional programme of the school: <ul style="list-style-type: none"> i. classrooms ii. laboratories iii. studios iv. physical education and sports facilities v. other
Indicator F5c	All instructional spaces are appropriately furnished and equipped.
Indicator F5d	Instructional and service areas that involve noisy activities are isolated from quieter areas.
Indicator F5e	Adequate storage areas are readily accessible for individual and general use.
Indicator F5f	The school site provides for present and future flexibility as the student body, educational programme and/or technology changes.
Indicator F5g	Provisions are made for accommodating the handicapped.
Indicator F5h	The design of the building(s) facilitates the efficient movement of students.
Indicator F5i	The physical plant provides for an appropriate atmosphere for learning.
Indicator F5j	The administrative offices are well located, and provide appropriate spaces, both private and for the general public, for the total administrative function.
Indicator F5k	Heating and cooling systems of the buildings meet code requirements, and are regularly cleaned and inspected for operating efficiency and safety.
Indicator F5l	Permanent outdoor equipment is provided as needed, and is attractive and well-maintained.

STANDARD F5	The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school programme.
Visitor Observations	<p>The present buildings on the BSSC campus present a number of challenges to the provision of effective support for the learning programs of the college. This fact has been recognised by the College Leadership and the College Council, and over the past few years a great deal of effort has been put into the creation of a Master Plan for the College. Community support has been obtained and initial approval has been obtained from State Government and from Federal Government for many of the elements of the Master Plan to be funded. The college is hoping that final approval for these developments will be received before the end of 2009.</p> <p>The college has been granted use of the Bendigo Gaol site along with a number of its listed heritage features, i.e. the prison wall and the original cell block. Demolition of other prison buildings will provide much needed land for the construction of a number of additional facilities. It is expected that within the next three years the college facilities will be extended to include a new 900 seat Theatre, a Trade Training Centre and an Intensive Language Centre.</p> <p>The present buildings provide limited disabled access. Disabled students and staff are accommodated through careful timetabling of those facilities which allow disabled access. All new buildings in the Master Plan conform to regulations</p>

	governing disabled access.
Suggested Action	The College Council continue to pursue all avenues to ensure that the Building Master Plan comes to fruition.

Indicator F6a	ICT provision is sufficient to support the curriculum.
Indicator F6b	ICT provision is sufficient to support the management functions of the school.
Indicator F6c	Computers are adequate in number and location to permit use by individuals and groups.
Indicator F6d	There is adequate maintenance and up-grading of all ICT hardware and software.
Indicator F6e	The school is equipped for networking and internet access.

STANDARD F6	The school's Information and Communication Technology (ICT) shall appropriately support the school's operations.
Visitor Observations	<p>The college is well resourced in the area of ICT, and extensive planning and resourcing has been undertaken to ensure that the relevant infrastructure supports the college programs.</p> <p>Information Communication Technology is well supported by an adequate number of technicians who, in 2009, were recognized with the 'Best Administrative Support Group Award' from the Department. Students have good access to technology, and it is planned that by 2012 the college will have a ratio of one computer for every student.</p> <p>The Visitors were impressed by the significant emphasis placed on integrating technology and, further, by the extensive technology infrastructure that supports teaching and learning throughout the college.</p>
Suggested Action	None at this stage.

Indicator F7a	The location, space, lighting, furnishings and organisation of the library/media centre make it an attractive and effective facility for students and staff.
Indicator F7b	Materials and equipment for the library/media centre are selected on the basis of their contribution to school programmes.
Indicator F7c	The collection of books, periodicals, reference materials and equipment, including information technology, is adequate in quantity and quality to meet the goals of the educational programme and the particular needs of an international school.
Indicator F7d	Materials are catalogued and well maintained.
Indicator F7e	The library collection includes books and periodicals to enhance the professional growth of staff.
Indicator F7f	Responsibilities for library/media centre management and related teaching are clearly designated.
Indicator F7g	Library/media centre staff have appropriate training.
Indicator F7h	The library/media staff is appropriate in size to encourage staff and student use of the facility and its resources.

STANDARD F7	The library/media centre shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.
Visitor Observations	The College Library is situated in the heart of the campus and acts as both library and a centre for independent study for students who are not attending timetabled

	<p>classes. The collection of 26,000 books is made up of 22,000 non-fiction and 4,000 fiction books. The collection is designed to support the study designs of the examination curricula. Students have access to a small number of newspapers and periodicals in both print and electronic form. The Library holds a collection of video and DVD resources and study guides. A number of resources are available to students on-line.</p> <p>The Library is staffed by a total of 5 people, equivalent to 3.9 full-time, made up of: a 0.8 Library Teacher, a 0.6 Library Teacher, a full time Technician, a 0.5 Technician and a full-time Trainee Technician.</p> <p>Book purchasing is funded through college departmental budgets managed by the Faculty Team Leaders and a smaller amount that is managed by the Library Leader for book purchase, periodical and newspaper subscription, on-line licenses and library materials.</p> <p>A number of computers are available in the library for internet search.</p> <p>At the time of the Preparatory Visit many Year 12 students preparing for their final examinations were making use of the Library for independent study. The library was exceptionally crowded.</p> <p>The Visitors had concerns that, whilst the College Library is able to support the needs of VCE students, it is not able to provide the effective support for student needs across all programs. It is the Visitors view that the Library also does not provide resources for research in fields outside the prescribed examination courses and does not effectively fulfil the role of being a centre for learning within the college.</p>	
Suggested Action	The college review the role that the Library plays as a central learning resource within the college and subsequently review library provision in line with that role.	

Indicator F8a	Teachers and students are given orientation in the usage of materials and equipment in the library/media centre.
Indicator F8b	The librarian is involved in curriculum review and development.
Indicator F8c	The school curriculum includes a sequence of lessons in library use and research skills.
Indicator F8d	Library policies include a selection policy and policy for challenged materials.
Indicator F8e	Library guidelines promote faculty input as part of the selection process.
Indicator F8f	Policies and rules for library/media centre use are clearly posted and enforced.
Indicator F8g	There are mechanisms for evaluating the effectiveness of library services.
Indicator F8	Logs and library records document the amount and nature of library use.

STANDARD F8	The library/media staff shall provide an ongoing programme of instruction in effective use of resource materials and equipment, and shall apply appropriate policies for library use and the means of assessing effectiveness.
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Visitor Observations	All students receive instruction in the use of the Library and are introduced to library skills as part of their Year 10 orientation as well as part of the Year 11 English program. Library skills are taught by the Teacher Librarians.
Suggested Action	None at this time.

Indicator F9a	The electrical and any other power installations are adequate, and are regularly inspected and checked for operating efficiency and for safety.
Indicator F9b	Water and the sanitation systems are hygienic, well planned and maintained.
Indicator F9c	Buildings are of durable, fire-resistant material.
Indicator F9d	Fire-protection materials and equipment throughout the buildings, and especially in the boiler room, kitchens, and science laboratories, are adequate.
Indicator F9e	There is an adequate and accessible hydrant water supply for fire fighting in case of need.
Indicator F9f	Effective fire-alarm systems are installed, and are regularly tested to ensure they are in working order and audible throughout the premises.
Indicator F9g	Suitable emergency facilities and escape arrangements exist, and are maintained in working order.
Indicator F9h	Serious safety problems are reported to the Head of School with recommendations for action.
Indicator F9i	The school has a Health and Safety Committee which carries out an effective monitoring role.
Indicator F9j	The school has an effective system for the maintenance and repair of buildings, grounds and equipment.

STANDARD F9	The facilities shall be maintained and operated in a manner that assures the safety and comfort of students and staff.
Visitor Observations	<p>Practices and associated procedures in this regard are mandated by governmental legislation. The college has an Occupational Health and Safety Committee which consists of staff and management representatives and, as indicated earlier in this report, has systems and procedures in place to ensure that the environment is safe and well maintained.</p> <p>In relation to maintenance items, staff are able to log a request online. These requests are reviewed by the Facilities Manager and Maintenance Supervisor who prioritize each request. Once an item has been addressed the relevant staff member is notified by email.</p> <p>The issue of an inadequate electricity supply to the Library was brought to the attention of the Visitors.</p>
Suggested Action	None at this time.

>> SECTION G: STUDENT AND COMMUNITY LIFE <<

Indicator G1a	A climate of collaboration, mutual respect and friendship prevails at the school.
Indicator G1b	A range of activities which promote positive staff-student relationships is in operation.
Indicator G1c	The school's methods of supervision and its way of handling problems with individual students are well understood.
Indicator G1d	Decisions on student conduct are based upon published statements of expectations for behaviour which also indicate the consequences of non-compliance and a mechanism for appeal.
Indicator G1e	Student information is treated with an appropriate degree of confidentiality.

STANDARD G1	Relationships among the school management, staff and students shall be ethical, and shall be characterised by fairness and mutual respect among individuals and between groups.
Visitor Observations	<p>The Visitors were of the opinion that one of the outstanding strengths of the college is the dedication of staff to ensure that a climate of collaboration, mutual respect and friendship prevails.</p> <p>Discussion with the Student Council indicated that another outstanding feature of the college was the relationship between staff and students which provided and exceptionally positive learning and working environment.</p>
Suggested Action	None at this time.

Indicator G2a	Effective publications are used to facilitate the flow of useful information from the school to students and parents on all appropriate issues of school life.
Indicator G2b	Effective forums exist for the two-way exchange of information between the school and students and parents.

STANDARD G2	The school shall have processes and forums to enable students and parents to remain well informed on all appropriate issues of school life.
Visitor Observations	The college provides a number of avenues for ensuring that students and parents are kept appropriately informed on all aspects of college life. The quality of college publications is high. The college is a leader in the use of the use of information technology as a form of communication, and has further plans to improve and enhance its current provisions.
Suggested Action	None at this time.

Indicator G3a	Effective forums exist for the interchange of opinions between the school, students and parents.
Indicator G3b	The Governing Body and school management demonstrate an awareness of and sensitivity towards reasonable opinions held in all school sectors.
Indicator G3c	Parents and students have opportunities to provide input into decisions concerning the curricular and extra-curricular programmes.

STANDARD G3	The school shall have effective processes which enable students and parents to offer appropriate input before important decisions are made.
Visitor Observations	The college promotes student participation in decision making through the Student Council and the placement of a student on the College Council. Student and parent opinion is sought on a range of issues through regular

	college community surveys. This information provides meaningful data related to the programs offered by the college.
Suggested Action	None at this time.

Indicator G4a	The curricular and/or co-curricular programmes address the need to develop the "whole person".
Indicator G4b	The student activities programme is appropriate in size and variety to serve the interests expressed by students.
Indicator G4c	The student activities programme takes advantage of opportunities afforded by the school's location.
Indicator G4d	The student activities programme takes advantage of the diversity of backgrounds of school managers, staff and students.
Indicator G4e	Students have opportunities to acquire and exercise social responsibility within and beyond the confines of the school itself through activities such as: <ul style="list-style-type: none"> i. student government ii. student publications iii. community service
Indicator G4f	The curricular and/or co-curricular programmes address issues of health and well-being.
Indicator G4g	The curricular and/or co-curricular programmes address issues of respect for the environment.

STANDARD G4	The curricular and/or co-curricular programme shall serve the broad needs and interests of the student body.
Visitor Observations	The college recognises the challenges of engaging students in co-curricular programmes during the final two years of schooling and in a college that only caters for Year 11 and 12 students. They have met this challenge by providing a range of co-curricular sporting activities and by introducing a program called 'You Can Do!' with activities ranging from 'You can do Rubik's Cube!' to 'You can play Didgeridoo!' In addition Pathway Program workshops covering a range of diverse topics are offered.
Suggested Action	None at this time.

Indicator G5a	The school promotes positive interaction among members of its own community who have differing cultural, linguistic, and national backgrounds.
Indicator G5b	The school offers a variety of practical ways in which students can acquire and express intercultural and international awareness (Please see Appendix for more details).

STANDARD G5	The school shall actively promote intercultural and international awareness.
Visitor Observations	The college has been active in addressing this Standard in the period since the CIS 5 Year Review. A number of activities including cultural evenings with international students, Harmony Week celebrations and International Education Week celebrations have helped raise inter-cultural and international awareness. Students are also provided with opportunities to travel to several overseas locations, and the college has introduced partnerships with schools in China, Korea, Indonesia and Germany. The Visitors applaud these actions but are of the opinion that more could be done to embed international understanding

	within the culture and ethos of the college.
Suggested Action	The college continue to devise ways in which it can further embed international understanding within its culture and ethos.

Indicator G6a	There is a residential life philosophy and curriculum which takes full advantage of the opportunity to create a twenty-four hour, seven day a week educational environment.
Indicator G6b	A full programme of activities is in place for weekends.
Indicator G6c	A residential orientation and training programme exists for dormitory parents.
Indicator G6d	There is sufficient presence of adults in the dormitories so as to ensure a safe and well-supervised environment as well as to provide the opportunity of ever-deepening teacher/student relationships.
Indicator G6e	The programme takes advantage of the ample opportunity to teach trust, respect of persons and property, and honesty in all matters.
Indicator G6f	Residential life takes advantage of the culture of the local community and promotes the international mission of the school.
Indicator G6g	The physical plant is appropriate for: <ul style="list-style-type: none"> i. the number and nature of the boarding students ii. the number and nature of the boarding staff iii. the range of organized and casual activities undertaken in the residence iv. the delivery of important additional services (e.g. laundry, meals, technology, etc.)
Indicator G6h	The dormitories and living spaces are warm and inviting, and therefore they create a sense of home and family
Indicator G6i	Day and boarding students are well-integrated with one another.
STANDARD G6 (For Boarding Schools only.)	Residential services shall serve the best interests of all boarding students and staff.
Visitor Observations	N/A
Suggested Action	N/A

PART TWO

PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT

During their time on site, the Visitors were able to meet with members of the school's leadership team, the College Council, individual members of the teaching and support staff, a group of parents and the Student Council. During these meetings the Visitors were able to explain the accreditation process and discuss freely any aspect of the school.

The CIS Visitors facilitated a half-day workshop to assist the school in preparing for self-study. This was attended by a group of 16 people, some of whom will be on the Self-Study Steering Committee or will be chairing some of the individual Committees.

A number of members of the school staff are experienced Team Visitors or have been involved in previous self-study processes.

As a result of all the above, the Visitors feel there is sufficient knowledge of the next steps of the accreditation process for Bendigo Senior Secondary College to be able to proceed.

Copies of the booklets *The Self-Study* and *The Team Visit*, consistent with the 7th Edition of the *Guide to School Evaluation and Accreditation* plus other advisory documents were left with the Accreditation Co-ordinator in order to assist the school in up-coming steps.

PART THREE

FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF BENDIGO SENIOR SECONDARY COLLEGE

The School's Strengths

The Visitors wish to express their admiration for the college's commitment to providing educational programs for all students irrespective of their abilities. It was obvious that an enormous amount of time and effort has been spent in providing opportunities for all students at BSSC. The Visitors were privileged to be in an educational environment where exceptional practice and a high level of professional commitment were evident in so many areas.

The Visitors found many positive features at Bendigo Senior Secondary College, of which some of the most important are:

- The extensive consultation process through which the Purpose and Values statements were formulated.
- The range of programs offered by the college and its commitment to providing learning opportunities to students of all abilities.
- The extraordinary efforts made by the leadership teams and staff to provide suitable programs to the students and to the overall commitment to student welfare. Of particular note here is the emphasis the college places on its international students and its focus on facilitating their entry into, and progress through, the college.
- The implementation of a range of strategies to monitor the match between the programs offered and individual student needs - and providing support frameworks where this match is not met.
- The strong sense of community at the college and its significant efforts to inform parents about the academic and social progress of their child/ren.
- The effective procedures that are in place for ensuring that appropriate data is obtained and made available to staff to assist with decisions relating to post-secondary education options.
- The outstanding dedication of staff to ensure that a climate of collaboration, mutual respect and friendship exists within the college.
- The significant emphasis placed on integrating technology, and the extensive technology infrastructure that supports teaching and learning throughout the college

Key Areas Needing Attention

During the self-study period, the college will need to address all the Standards and Indicators. The Visitor's comments and suggestions for action in all parts of this report will help the school to prioritise its efforts. Above all, the college should address the following key areas.

In Relation to Standard A. Philosophy and Objectives

- The faculty identify additional opportunities to promote international understanding and international mindedness through the formal curriculum.

In Relation to Standard B. Curriculum

- The college review the recently developed 'Pathways' Program, and by so doing determine areas that may require modification or further development.
- The college strengthen its programs to promote international mindedness and review its taught programs with a view towards further embedding international themes into the curriculum.

In Relation to Standard C. Governance and Management

- The College Council investigate methods by which it might evaluate its own performance.

In Relation to Standard D. Staff

- The college seek ways to further empower teachers to more appropriately differentiate teaching to match the needs of individual students.
- The college devise a method of collecting and analysing feedback from staff after they have participated in professional development activities so as to build a data bank of effective PD providers.

In Relation to Standard E. Student Support Services

- The college work with feeder schools and colleges and the Regional Office to establish a more systematic set of procedures to obtain all necessary information prior to enrolment on students, including those who have specifically diagnosed learning difficulties.
- The college develop a review format to assess the effectiveness of its A++ Program and implement any modifications that are deemed necessary.
- The college consider providing staff with professional development in the area of supporting ESL students in mainstream classes.

In Relation to Standard F. Resources

- The college rehearse its newly developed lockdown procedures and assess the effectiveness and understanding of same.
- The college consider investigating the type of health checks required of the canteen staff by the contracted company.
- The college review current arrangements in order to determine their overall level of effectiveness in meeting first aid and health needs within the college.
- The college review the role that the Library plays as a central learning resource within the college, and subsequently review library provision in line with that role

In Relation to Standard G. Student and Community Life

- The college continue to devise ways in which it can further embed international understanding within its culture and ethos.

The Visitors' Overall Recommendation and Suggested Timeline

The Visitors have no hesitation in recommending that Bendigo Senior Secondary College be given leave to proceed to the next stages of the re-accreditation process following this timeline:

<i>Suggested Timeline – Bendigo Senior Secondary College</i>	
Immediately	Set up all committees and begin the Self-Study. Put an early emphasis on Part One and Section A of Part Two.
11 th February 2011	Complete and distribute the Self-Study Report.
26 th March to 1 st April 2011	Host the Team Visit.

Suggestions concerning the Future Visiting Team

<i>Recommendations on the Composition of the Future Visiting Team to Bendigo Senior Secondary College</i> (Following discussions between the Preparatory Visitors and the Head of the School.)	
Number of team members	14
Number of campuses to be covered	2
Student age range	16-19
Curriculum	VCE, VCAL, VET
LOTE to be covered by team members	Chinese (Mandarin), French, German, Bahasa Indonesia, Auslan (Sign Language)
Any country/city vetoed?	No team members from Bendigo
Special Emphases (if any)	Chair: International Co-Chair; Australian Maximum two overseas team members including the Chair. S.E.N E.S.L Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) and Vocational Education Training (VET)

Closing Remarks

The Visitors would like to thank everyone at Bendigo Senior Secondary College, in particular the Principal Dale Pearce, the Assistant Principal Linda Lyons and Julie Harvie, Executive Secretary for the excellent hospitality received and the thorough co-operation and commitment to accreditation that was apparent both before and during the Preparatory Visit. The Visitors trust that the school's relationship with CIS will assist in on-going institutional improvement.

Respectfully submitted to the CIS Accreditation Service on 18th October 2009

Ray Davis

Peter Gittins